

“Unwrapping” the Common Core State Standards!

Objective

The goal of this activity is to “get to know” the CCSS on a “deeper” level. Participants will engage with a CCSS by “unwrapping” its language and meaning. That is, determining what the standard is saying about what children need to know and be able to do. Participants will also consider the level of rigor of the demands of the standard, using the lens of Bloom’s Taxonomy and Webb’s Depth of Knowledge (DOK).

Overview of Activity

1. Select a grade-level standard from the CCSS [for Writing: K-5: pp. 19-21; 6-12: p. 42-47 and 64-66]
2. **Concepts:** Underline the key concepts (important nouns or noun phrases)
3. **Skills:** Circle the verbs describing skills required of students
4. **Rigor:**
 - a. Record the level of Bloom’s Taxonomy for each component of the standard
 - b. Record the level of Webb’s Depth of Knowledge (DOK) for each component of the standard

Example

Standard: RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Content	Skills	Level of Bloom’s	Level of DOK
<i>What does the student need to KNOW?</i>	<i>What does the student need to be able to DO?</i>	<i>Based on action words (SKILLS)</i>	<i>Based on understanding of CONTENT</i>
Argument in a text	Delineate	4. Analyzing	
Argument in a text	Evaluate	5. Evaluating	
Specific claims in a text	Delineate	4. Analyzing	
Specific claims in a text	Evaluate	5. Evaluating	
Sound reasoning	Assess	5. Evaluating	
Relevant and sufficient evidence	Assess	5. Evaluating	
Irrelevant evidence	Recognize (when introduced)	3. Applying	

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Reflect and Extend:

1. What are key teaching points to prepare a student to achieve this standard?
2. How would you evaluate the success of your teaching towards this standard? That is, what is a task or activity that would allow a student to demonstrate his mastery of this standard?

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